





Friday, 17 September 2010

A photograph of two young girls in school uniforms sitting at a desk. The girl on the right is wearing glasses and has long braids. She is pointing at a computer screen. The girl on the left is also wearing a school uniform and has braids. They are both looking at the screen. A printer is visible on the desk behind them. The text "DEVELOPING KEY COMPETENCIES THROUGH ICT" is overlaid in large red letters.

DEVELOPING KEY COMPETENCIES THROUGH ICT

WHY DID WE DO WHAT WE DID?

- Within the class there were students who had difficulty managing their own learning. Some students didn't feel comfortable taking risks or working with other students out of their immediate 'friendship circle'.
- I thought about how I could help develop the key competencies in a way that would be meaningful to the students and at the same time further develop their ICT skills.

WHAT DID WE DO NEXT?

- In mini-groups brainstormed what managing our learning meant to us under headings of look like, sound like, feel like.
- Students came up with many words, phrases which they then linked together with the ideas from other groups.
- This saw the class end up with five main headings - Persevere, Be Independent, Aim High, Be Organised and Show Self-Discipline.



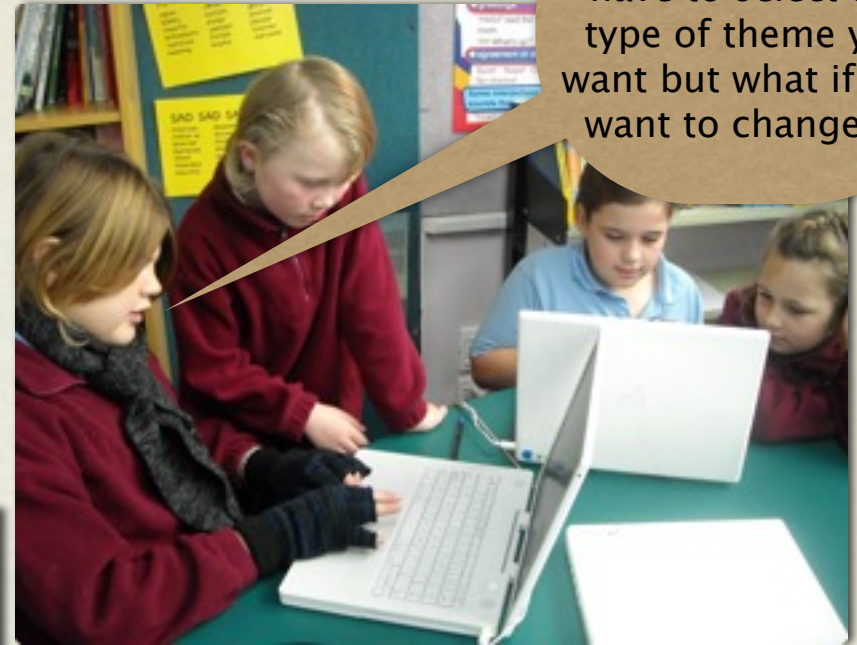
- As well as throughout the normal course of the day, I decided to specifically allow time for fostering ICT in two 30-40 minute slots on 2 separate days, in order to upskill the whole class.
- I decided to firstly focus on using comic life; a programme that half of the class knew how to use.
- The tutors were each given a student who they were responsible for. Both the tutors and the students had to show how they were managing their learning while fulfilling their separate roles and responsibilities.

Tutors knew that they had a job to do.
They needed to show patience,
understanding, set a goal for
themselves, their student and not give
up when the going got tough!

So what you have
to do to insert
new text is to get
a text box and
place it where you
want you words
to be . . .



Oh, I get it, you
have to select the
type of theme you
want but what if you
want to change it?

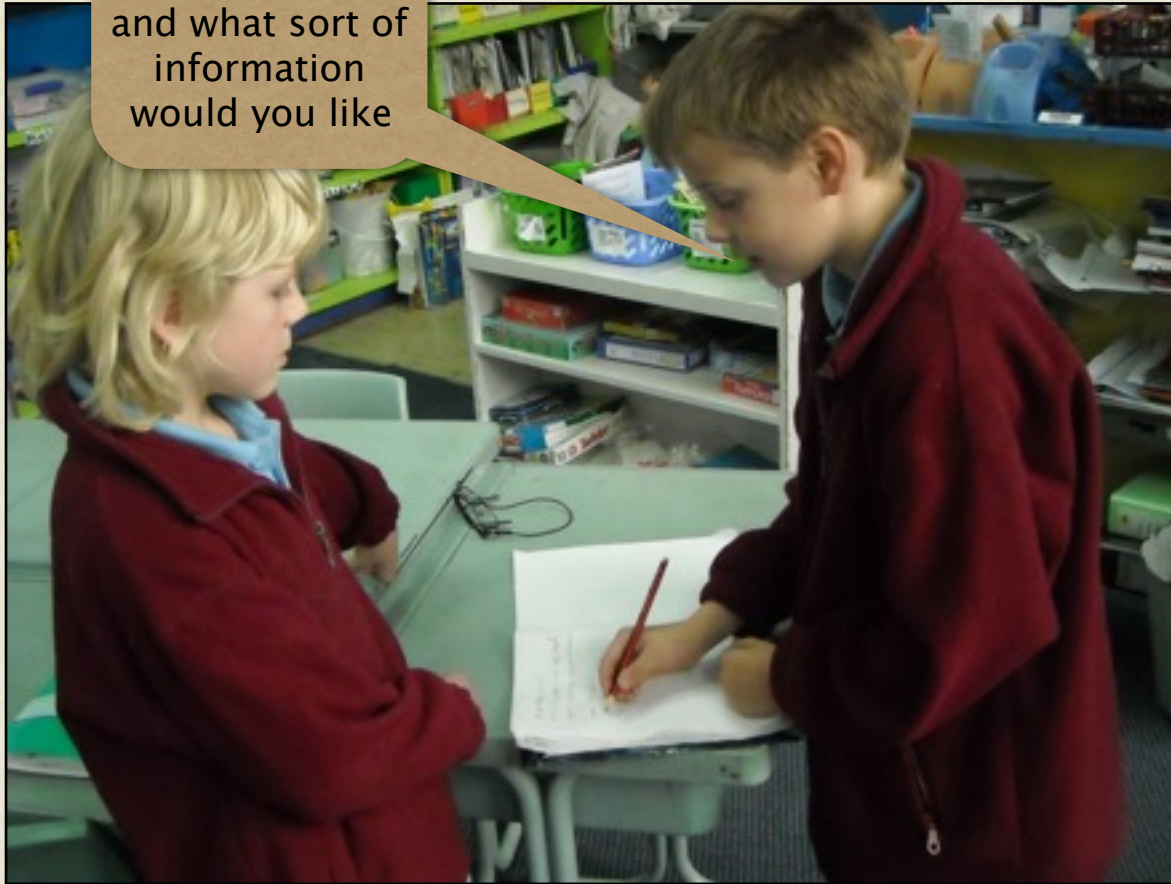


Within the class it fostered;

- new friendships
- a sense of group success
- saw less 'able' students teaching those who usually succeeded.

WRITING BOOKS FOR ROOM 3 USING COMIC LIFE

So you want the book to be about ships. What do you already know and what sort of information would you like



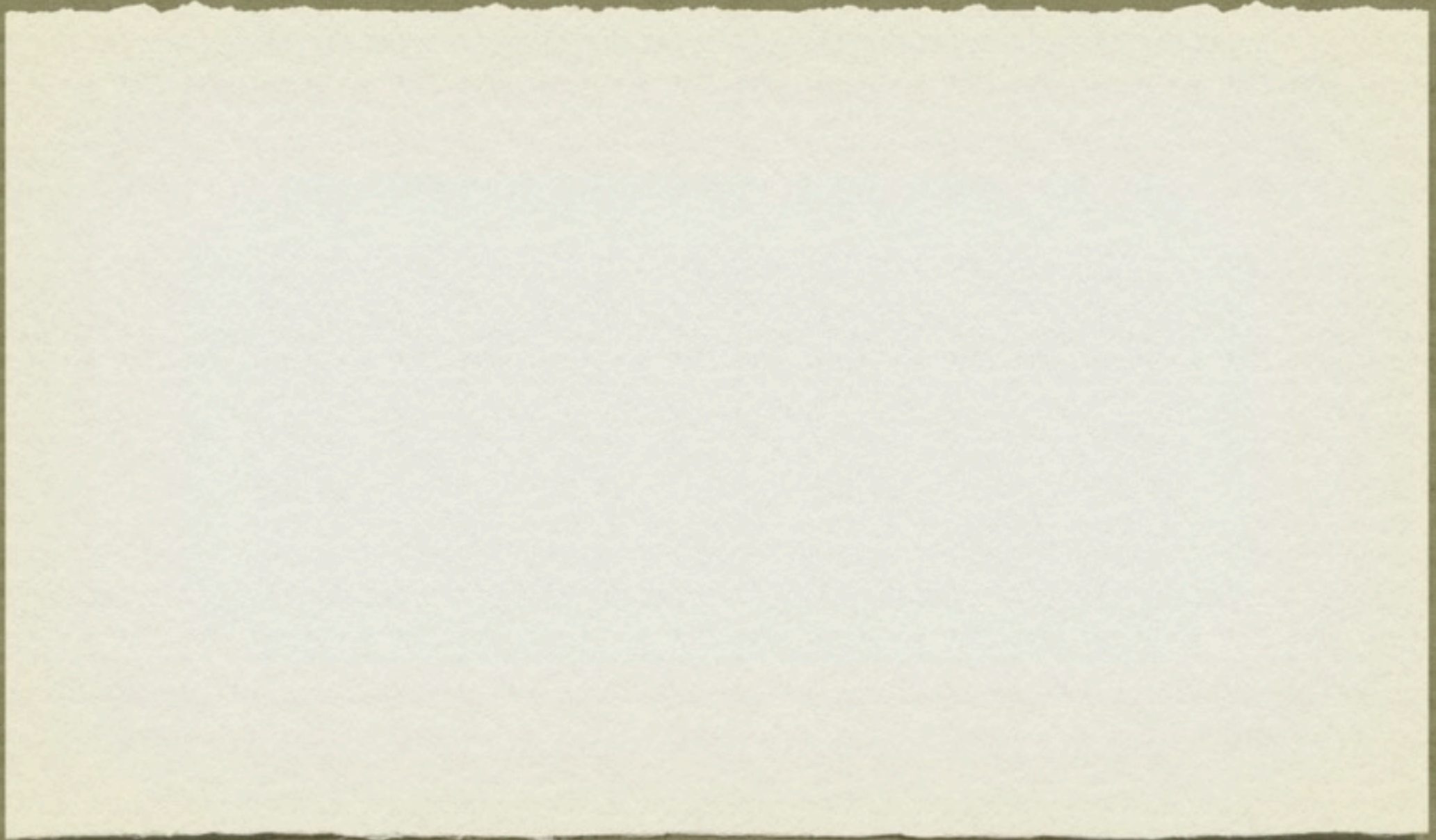
Each Year 3 student picked their own topic for the non-fiction book they would have personally made for them. Jacob plans his project with Judd

Each student had to work effectively with a Year 3 child.

They needed to show independence and patience while interviewing them.

They needed to manage their time effectively and be prepared to give the new learning a go.

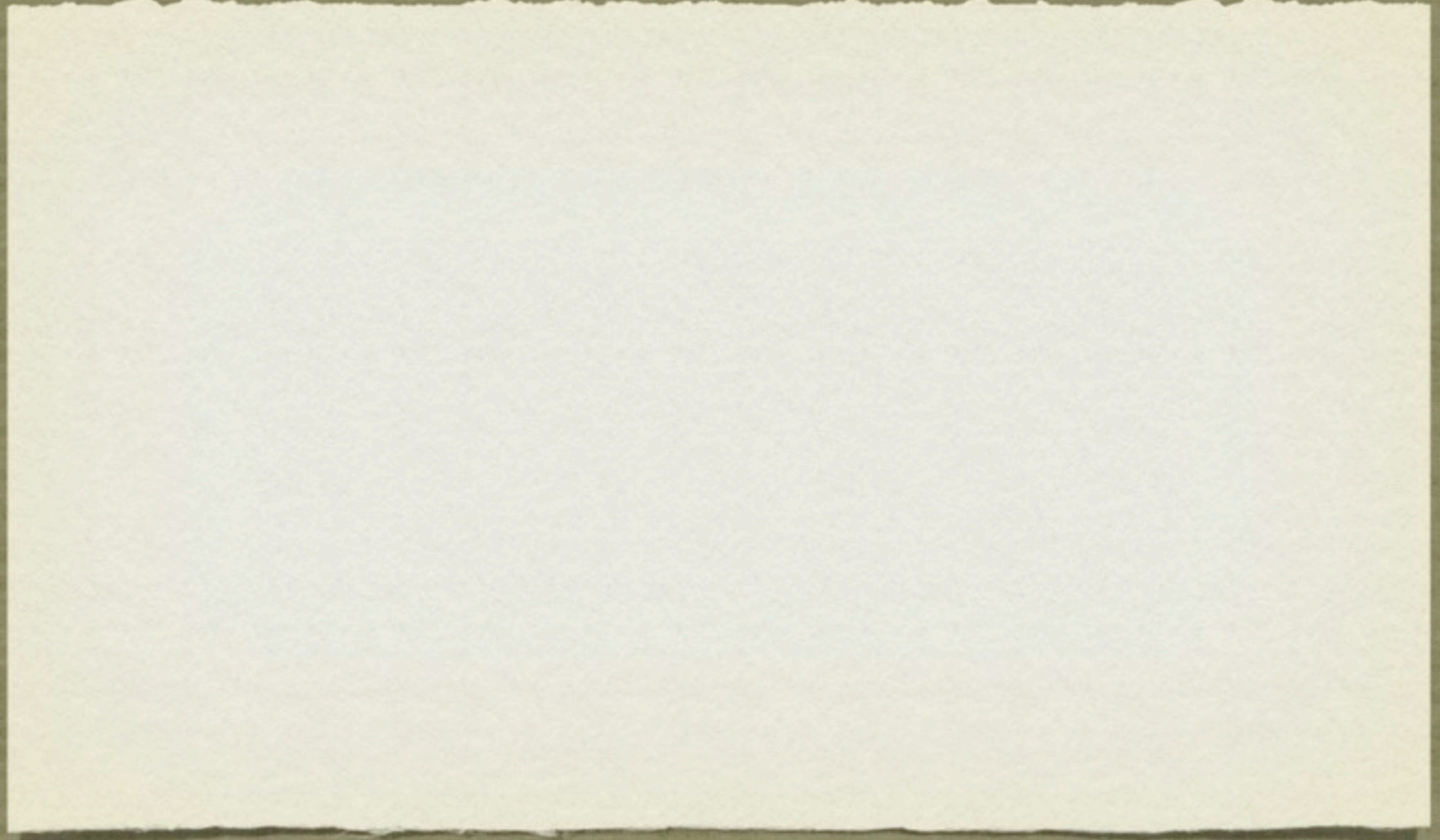
Relating to Others



Relating to Others



BEING ORGANISED AND REACHING GOALS!



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Tutors and tutees working
co-operatively



I found that everyone stayed motivated.

Were organised to get on with their work and learning.

No one was prepared to accept 'good enough' .

The students didn't want to let the Year 3 students down and those who knew they were falling behind used their own time before school and at lunchtime to ensure they were going to reach the goal of a completed book!



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WE DID IT . . . FINALLY!

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SO WHAT DID THE KIDS THINK?

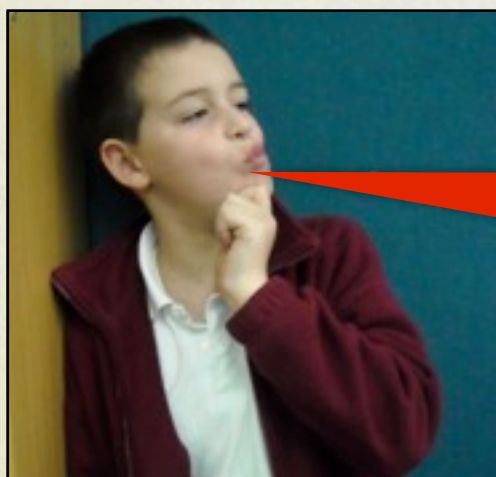


It was good learning how to do stuff like download pictures off the internet . . . the whole thing!

It was fun when someone learnt something they hadn't known how to do.



It made me feel excited when we gave them away to the little kids.



It was better to have other kids explain to me in kidspeak, not teacher talk!



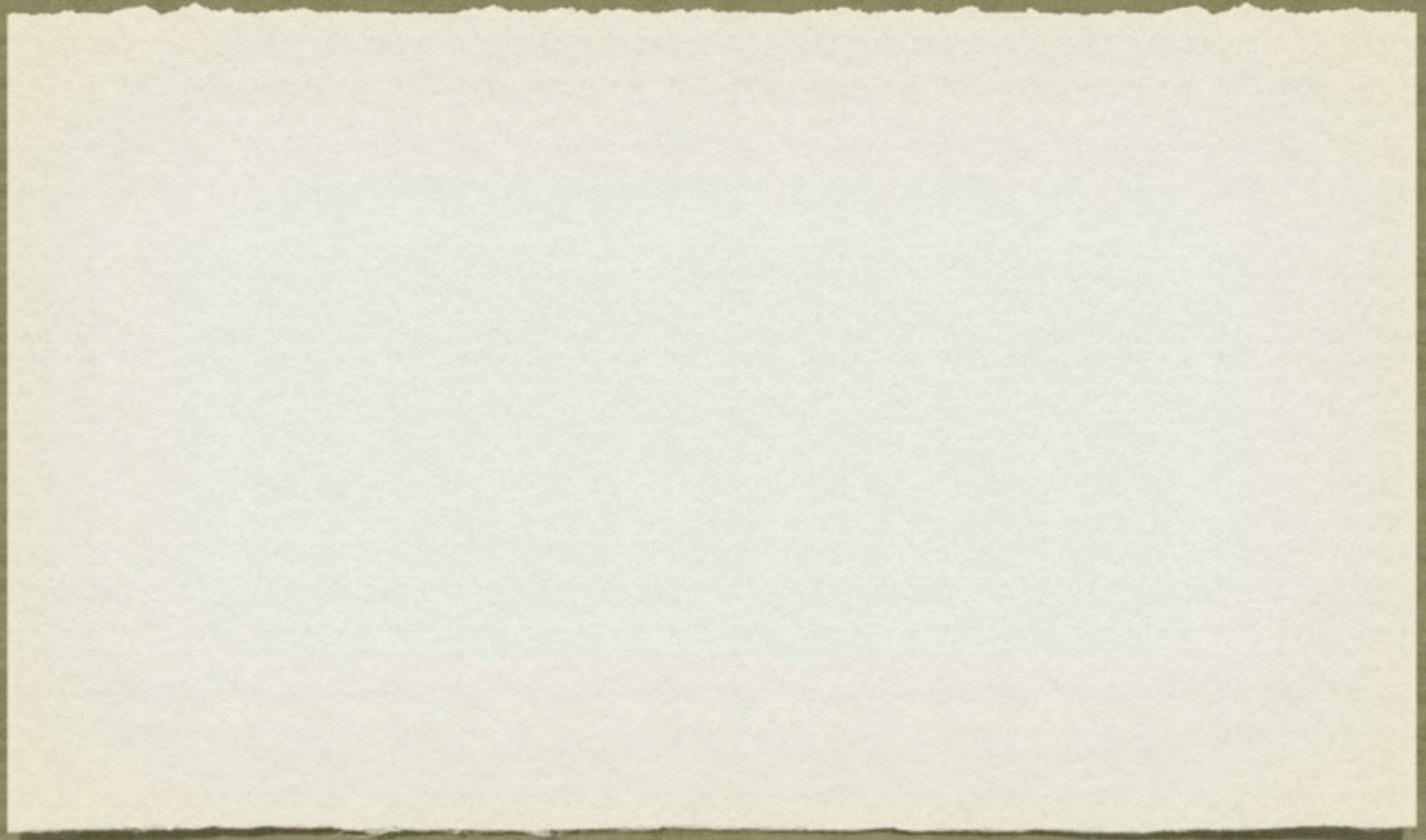
WHAT DID WE LEARN?

- I found the tutor/tutee relationship to be very successful. Students who previously had not wanted to work with each other were far more willing to do so.
- It increased the self-esteem of those students who previously did not always achieve that highly. Others sought them out for advice and help.
- When we came to do pod-casting I built on the mistakes that I had made.
- I asked the tutors what they felt their tutee would need to know, instead of me telling them.
- Kids OFFERED to work with some of the more challenging students and made comments such as, "I know how they think more now, I am happy to help them".

PODCASTING

- We followed the same formula except the kids who are acting as the tutors have set out the requirements for teaching, ie: they have decided what it is important for their 'student' to learn.
- The tutors need to listen patiently to the questions they are being asked and be prepared to sit on their hands!
- As with the comic life the kids who have been taught will also have the chance to act as tutors by teaching others around the school.

PODCASTING IN THE CLASS



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NEXT STEP - TUTORING

- Students see the purpose in what they are learning
- Really keen to listen to others who can help them

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SO ARE THEY LEARNING?

Stage 1

Learning . . .

SO ARE THEY LEARNING?

Stage 1

Learning . . .



Stage 2

Starting to teach . . .

Stage 2

Starting to teach . . .



Stage 3

The tutee becomes
the tutor . . .

[Home](#)

Stage 3

The tutee becomes
the tutor . . .



[Home](#)